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WITHIN OUR REACH

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Report of

THE COMMISSION ON GOALS

FOR HIGHER EDUCATION IN THE SOUTH

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COMMISSION ON GOALS
FOR HIGHER EDUCATION IN THE SOUTH
130 SIXTH STREET, N. W., TRINITY 5-9211
ATLANTA 13, GEORGIA

November 30, 1961

To the Honorable Terry Sanford,
Governor of North Carolina,
and Chairman, Southern Regional Education Board.

We transmit herewith the report of the Commission on Goals for Higher Education in the South. In accordance with the wishes of the Southern Regional Education Board in creating the Commission, our report sets forth goals for which our states and institutions of higher learning should strive within the next ten to twenty years. In our recommendations of steps toward achieving those goals, we have sought to be as specific as possible in suggesting action by institutions, state governments and the public. We hope the recommendations will create fruitful discussion in all of our states. They share a growing need to improve and expand higher education.

In pursuing our work we have been most fortunate in having the assistance of a competent and devoted staff who have labored under the singularly able and effective guidance of Dr. Winfred L. Godwin, Director of the Southern Regional Education Board. To Dr. Godwin and his assistants, Garry Fullerton, John Folger, Edwin Crawford, Katherine Skogstad and Ida Smith, we are deeply indebted. We wish to thank also Dr. Robert C. Anderson, Dr. Godwin's predecessor, who saw to the organization of our work and the start of our deliberations.

To many others who generously prepared some forty statements for our use we owe also a deep obligation. Unfortunately it is not possible for us to name them in this letter of transmittal, but we do wish to record here our appreciation of the timely help which they so kindly gave us.

Those who have helped us must not bear any responsibility for our findings. The conclusions are our own, determined through many hours of discussion, both before and during the period in which we were engaged in writing this report.

Respectfully submitted,

A. Boyd Campbell
Oliver C. Carmichael, Sr.
LeRoy Collins
Colgate W. Darden, Jr., Chairman
H. H. Dewar
Marion B. Folsom
Ralph McGill

Introduction

Within reach of the people of the South lie opportunities that stir the imagination. Economically, this region can be one of the most productive areas on earth. Culturally, its writers, painters and musicians can bring new glory to American literature, art and music. Intellectually, its colleges and universities can increasingly become pre-eminent centers of learning and leadership.

These things are possible. These states have the natural resources and the human resources to attain them. The catalyst needed to produce the transformation is higher education of the finest quality.

The need for better institutions of higher learning is one which the South shares with the rest of the nation. If the overall quality of colleges and universities is poor in the region, it is also far from adequate in the nation.

Instead of merely trying to achieve a national average, therefore, the South must join the rest of the nation in a sustained effort to advance the quality of

higher education. Our colleges and universities must be of such strength and character as to enable them to take their places alongside those distinguished institutions which for centuries have been the hope and promise of Western thought and culture.

Though we recognize the inadequacies that plague us, it is not necessary to belabor them. While much progress has been and is being made, it must be accelerated sharply. We look to the future, not to the past. We seek positive, constructive thought and action.

We must educate our youth for life in a vast unknown future. Greater change has already occurred in our lifetime than in nearly all the previous generations of man taken together, and the pace of change is quickening.

The hour is late for Southern higher education. The gap to be overcome is substantial, but the opportunities which beckon are great. Let us pursue them with all the strength and courage and determination at our command!

THE GOALS

The continued progress of our civilization and the vigor of our free society depend primarily upon our colleges and universities. Present world conditions give a great urgency to their development. Our survival may well depend upon them. Obviously, numerous objectives for higher education might be identified. Of these, five broad goals have been selected as of overriding importance in the South:

1 To provide every individual with opportunity for maximum development of his abilities.

2 To produce citizens responsive to the social, economic and political needs of their time.

3 To achieve excellence in teaching, scholarship and research.

4 To accelerate the economic progress of the Southern region through education and research.

5 To guide the region in solving social problems created by population changes, racial differences, urbanization and technological growth.

A Chance to Achieve

In a democracy, the individual comes first. We are irrevocably committed to the principle that every individual should have the opportunity to progress as far as his interests and abilities will permit.

This means that everyone who can profit from a college education should have a chance to acquire it, but it does not suggest that everyone should have the same education. On the contrary, diversified, well-planned education, research and training programs suited to the differing capacities of individuals, and designed to meet the needs of society, constitute the ideal system of higher education in a democracy.

Above all, full opportunity does not require lowered standards. But it does require that a person's access to education be limited only by his ability and character. Other barriers to advanced education and training must be eliminated.

A Responsible Citizenry

In our society, rights and privileges carry with them corresponding obligations and responsibilities. Our colleges and universities have no more important mission than to develop enlightened individuals imbued with a sense of individual responsiblity and sensitive to the needs of community and country.

Enlightened citizens apply factual knowledge imaginatively and creatively to the solution of problems. They are discerning individuals, compassionate, tolerant and understanding, receptive to new ideas, but uncompromising in their intellectual integrity. They value knowledge for its own sake as well as for its utility.

We must develop in our colleges and universities young men and women alert to the needs of the times,

capable of adjusting to constant and unrelenting change, and equipped with the vision, the energy and the courage to shoulder the burdens which history has thrust upon our nation.

Unsurpassed Excellence

Southern higher education must seek the highest degree of excellence in whatever it undertakes.

By constant striving for superiority and defiant intolerance of mediocrity we can overcome the "cult of easiness" which plagues many institutions. Faculty and students alike must demand of themselves the highest performance of which they are capable.

Excellence in an institution is related to its purpose, and it must be measured, in part at least, by how well the institution accomplishes the task it sets for itself. Thus, teachers' colleges, technical colleges, community or junior colleges, liberal arts colleges and universities alike have an equal chance to attain quality.

We must cast away forever the traditional double standard according to which Southern institutions are compared only with others in the region. If excellence means anything at all, it is a universal concept, and we must insist that Southern colleges and universities be measured against the same criteria of excellence which are applied everywhere.

Education and Economic Progress

The South stands to gain more than any other region from the technological revolution now sweeping American industry. It possesses the natural resources to make it one of the richest areas on earth, and it is less burdened than other regions by inefficient plants and obsolescent equipment.

But technological industrialization does not come automatically. It requires long-range planning and a high level of education. While accessibility to raw materials and markets and a favorable economic climate are important in determining plant locations, the chief consideration today is the availability of educated and technically trained men and women. It is this resource above all which must be developed.

If this region fails to cultivate its intellectual resources, it must abandon hope of directing its own economic destiny. Leading scientists and industrialists have made it abundantly clear that a region can expect to be economically healthy only if it has the technical training and intellectual development required to exploit the potential of the new science and technology.

Our goals demand a partnership of Southern higher education, business, industry and government to promote the growth of professional and technical manpower, to provide the research necessary for full development of resources and to speed the economic progress of the region.

Social Problems and Their Solutions

Because industry and large cities came late to the South, we have just begun to cope with the problems they bring. Paradoxically, this gives us a head start — we can muster our intellectual resources to attack the problems before they reach a stage, as they have in many older industrial centers, where they are almost insoluble. Among such problems are traffic and transportation, water supply, sewage disposal, decay of city centers and spreading slums.

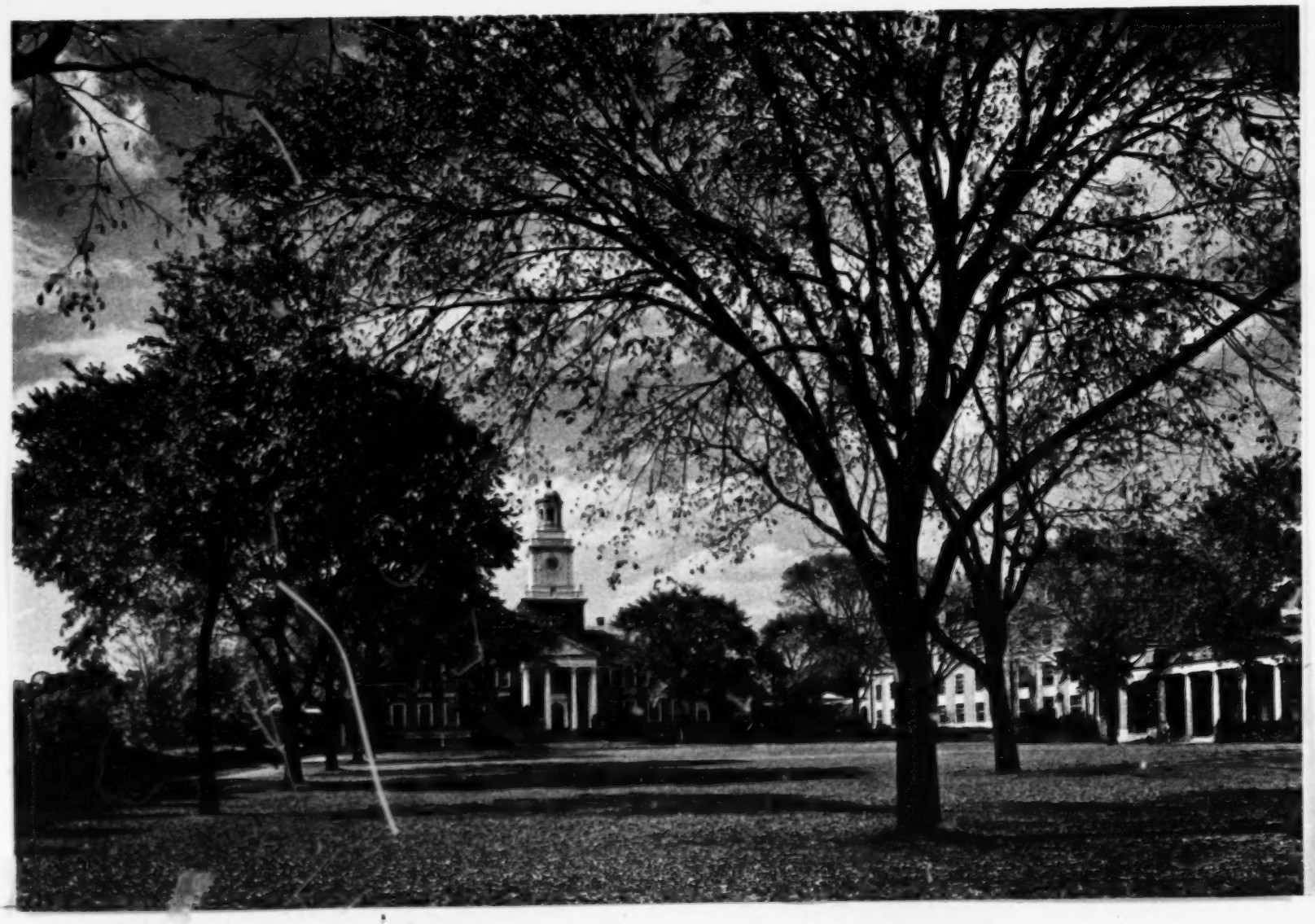
With respect to social problems as well as economic development, the university has an essential role to play. It can first of all carry out the research needed

for an understanding of the problems and the means of their solution. Secondly, it can train the professional manpower necessary to deal with them. Finally, it can assist directly in their solution through extension programs which reach the adult population.

Urban problems are not the only ones which need university research. Others include those associated with a changing agriculture; automation (technological unemployment, the need for retraining workers, constructive use of leisure time); mental illness; juvenile delinquency; health and care of the aging; declining population of some areas; and all the many difficulties involved in race and minority group relations.

Today universities of the region should contribute to the resolution of these issues; tomorrow they may be able to prevent them.

STEPS TO THE



GOALS

To reach the goals enumerated, we recommend the following action. While we have tried to be as specific as possible, we recognize that procedures must vary widely according to needs and conditions in each state.

Toward Full Opportunity

Each state should make available a complete program of higher education, either in its own system or in cooperation with other states.

Many different kinds of institutions and educational programs are required. They should usually include two-year colleges, technical schools, liberal arts colleges, four-year multi-purpose state colleges, land-grant colleges and state universities.

Southern colleges and universities now accommodate about 900,000 students; by 1970, enrollments of 1,500,000 to 1,700,000 are expected, of which probably three-fourths will be in public institutions.

Admission standards for each institution must be geared to its purpose, but they should be coordinated by the state for all public institutions, since the policies of one may be reflected in enrollment pressures on the others. Students of proven ability should be allowed to transfer from one type of program to another.

Each state should develop a strong system of two-year community colleges.

These non-residential institutions, generally located in urban areas, can serve a variety of functions for which four-year institutions are not required. Among these are freshman and sophomore college courses, vocational and technical programs, guidance and counseling services, specific programs to meet community needs and adult education.

The community college is economical for both student and taxpayer. It can be responsive to local needs and a vital force in the community.

These colleges, as now organized, are parts of the local public school programs, separate two-year state colleges, or affiliates of the state university system. Whatever the basis of the organization, however, three things are essential:

1. They must be integral parts of the state system of higher education, and fully coordinated with the other parts of the system.

2. They must resist pressure to expand into four-year institutions, concentrating rather on achieving excellence in their two-year programs.

3. Their distinctive function must be recognized and respected. They are neither mere extensions of the high school nor decapitated versions of the four-year college.

Students should be admitted to institutions of higher learning solely on the basis of ability and character.

At present, only 29 per cent of the Southern men and women of college age are actually enrolled in college. Among the other 71 per cent are certainly many individuals whose talent and ability the region can ill afford to lose.

Racial discrimination, which has affected college attendance in the past, is being eliminated as a barrier. As this change continues, it must take place in a sensible, orderly and constructive manner so that educational progress is not interrupted.

Meanwhile, the region's predominantly Negro institutions must be given generous support. Full opportunity for all the youth of the South will require maximum utilization of all our institutions of higher learning. As enrollments increase, all our colleges will be needed to meet the needs of the people.

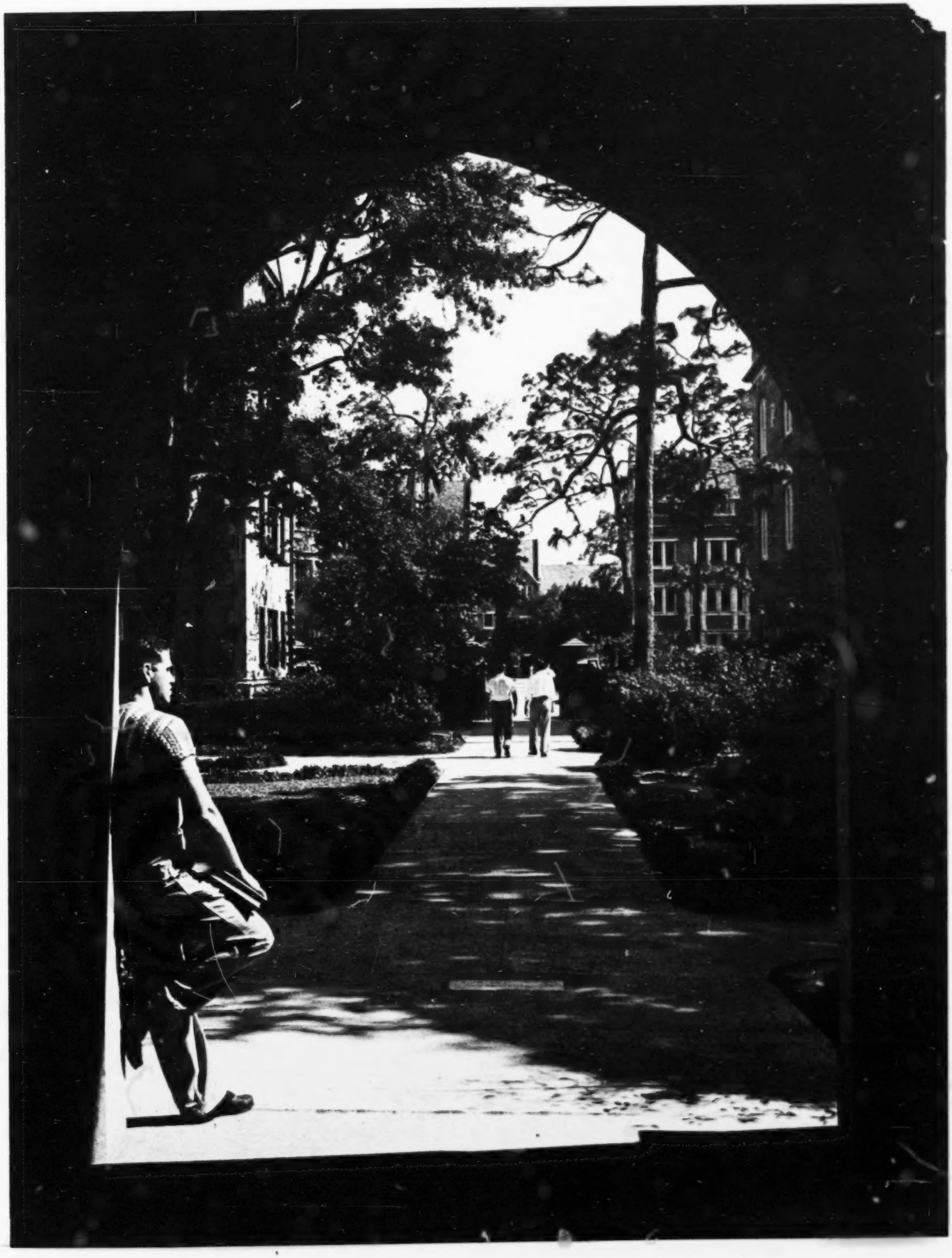
Lack of funds continues to be a barrier for many able students. College costs have doubled since 1940 and will continue to rise. Tuition, room and board alone now average $1250 a year at private institutions in the South, and $690 at public colleges and universities.

To eliminate this barrier and to encourage higher academic achievement, state scholarship programs, based on need and ability, should be provided. In addition, state programs for student loans should be established or expanded.

Some states have developed an effective student loan program using a state guaranty to protect the lending institutions. We recommend that such a plan be studied by those not presently using it. Whatever the program, however, it is essential that interest charges be kept low and repayment provisions liberal.

Each state should develop a comprehensive testing program in its high schools to identify talented students and encourage them to go to college.

Another barrier to college attendance arises from the fact that intellectually gifted students are often overlooked and not encouraged to continue their education, especially if they come from poor families, depressed areas or academically weak high schools.



To remedy this, we propose state-wide tests (they could be region-wide), beginning in the eighth grade and continuing each year through high school. Talented students, identified by the tests and in other ways, should be encouraged to complete their high school educations and enroll in college.

If the state has a scholarship program, the tests could be one of the bases for awarding scholarships. The test information could be helpful to colleges, business firms, community organizations, civic clubs or individuals who award scholarships.

Coupled with the tests should be a continuing research program to discover better ways of identifying and encouraging talented students.

Alumni should be urged to play an active role in recruiting academically gifted youngsters for their institutions and to assist them in securing scholarships.

Increased emphasis should be placed upon improving counseling and guidance services in high schools and colleges.

Coordinated with the testing program suggested above, there should be wise counseling and guidance of high school students to spur them to greater achievement. Many students do not go to college now because they have never been challenged to realize their full potential.

High school counselors can also help students choose institutions and courses most appropriate to their needs and abilities. In the highly diversified system of higher education which we recommend, this is essential.

In the colleges, counseling and guidance services can pay for themselves in helping to reduce academic failure and the resulting waste of time and money. They can assist in a wise choice of vocation, and they

can help remove many stumbling blocks to academic success.

Counseling and guidance services in many of our institutions are now haphazard and poorly organized. Counseling is of worth only if done by qualified persons. We recommend regional consideration of the best ways to offer these services and to provide additional programs to prepare counselors.

Toward New Horizons

Each state should develop a well-planned and coordinated program of adult education as an integral part of its system of higher education.

Besides affording a second chance to people who missed earlier opportunities, adult education can provide the technological retraining made necessary by automation. It can also furnish refresher courses in many professions and improve living conditions directly through extension programs. But above all, it can encourage learning as a normal, natural and continuing process of life.

We should use educational television, extension courses, correspondence courses, workshops and conferences to bring significant adult education programs within range of every mature man and woman in the region. At the same time, costly duplication and overlapping of efforts must be eliminated. To do this, we recommend that:

1. Each state provide for central planning and coordination of all adult education conducted by its public institutions. Preferably this should be a function of the state's central agency for long-range planning and coordination of all higher education discussed in a later section of this report. This could also serve as a

clearinghouse of information on adult education for the private institutions.

2. Regional consideration should be given to ways for improving adult education in the South.

The universities of the region must become creative, influential forces in the governmental, social and economic environment which surrounds them. As idea centers for social and economic development, they must take the lead in bringing new progress to the South.

The modern university has an obligation to its community as well as to the individual it teaches. Unlike the medieval ivory tower, it can and should exercise a decisive influence in social and economic development.

Just as our land-grant colleges and state universities have laid the foundation for modern, scientific agriculture, so now can all institutions pave the way for new science and industry and technology. However, to accomplish this their teaching and research programs must be strengthened and in some cases reoriented.

Interest in several states in establishing non-university science and research centers designed to attract industry has been observed. But this interest can best be served by first strengthening science in our institutions. Only where university teaching and research programs have achieved excellence can there be hope for effective research centers geared to industrial development.

Universities should consider cooperative research programs on some of the region's major natural resources. The coast of the Gulf of Mexico, for example, is an ideal location for a national oceanographic research center. Again, the relative abundance of fresh water in the South should stimulate more institu-

tional research on water resources and related problems — pollution, agricultural irrigation and fresh water fisheries.

The economic and human resources and problems of the Southern Appalachian Mountains are beginning to attract nation-wide attention. These too, provide a vast area for university research.

Cooperative research programs can be equally useful, as suggested earlier, in the solution of social problems caused by urbanization and industrialization.

But teaching and research, important as they are, are not enough. Above all, our universities increasingly must become the initiators, the prime movers of progress. From them must flow the ideas, the imaginative and creative plans, to be translated into action by the people of the South.

All institutions of higher education in the region must devote more attention to the shifting manpower needs of our changing economy and develop better ways of meeting them.

More highly educated men and women will be needed during the next decade in nearly every profession. A few illustrations might be given. In the field of medicine, for example, the South will require 86,000 active physicians by 1975. It now has only 54,000 and at present rates of supply it will have only 72,000 by 1975.

Industrial growth has greatly increased the region's need for engineers. To help meet this need, most land-grant institutions have already switched their emphasis from agriculture to engineering.

In addition, technicians—young men and women with two or more years of technical training beyond high school—must be supplied by technical institutes and community colleges.

In the field of social work and social services, the region has an immediate need for 20,000 additional trained people, and a number of factors suggest that the need for social workers will become proportionately greater in the future. A substantial expansion of those being trained is urgently needed.

Most importantly, the South will need about 50,000 additional college teachers over the next 10 years, at least a third of whom should have the Ph. D.

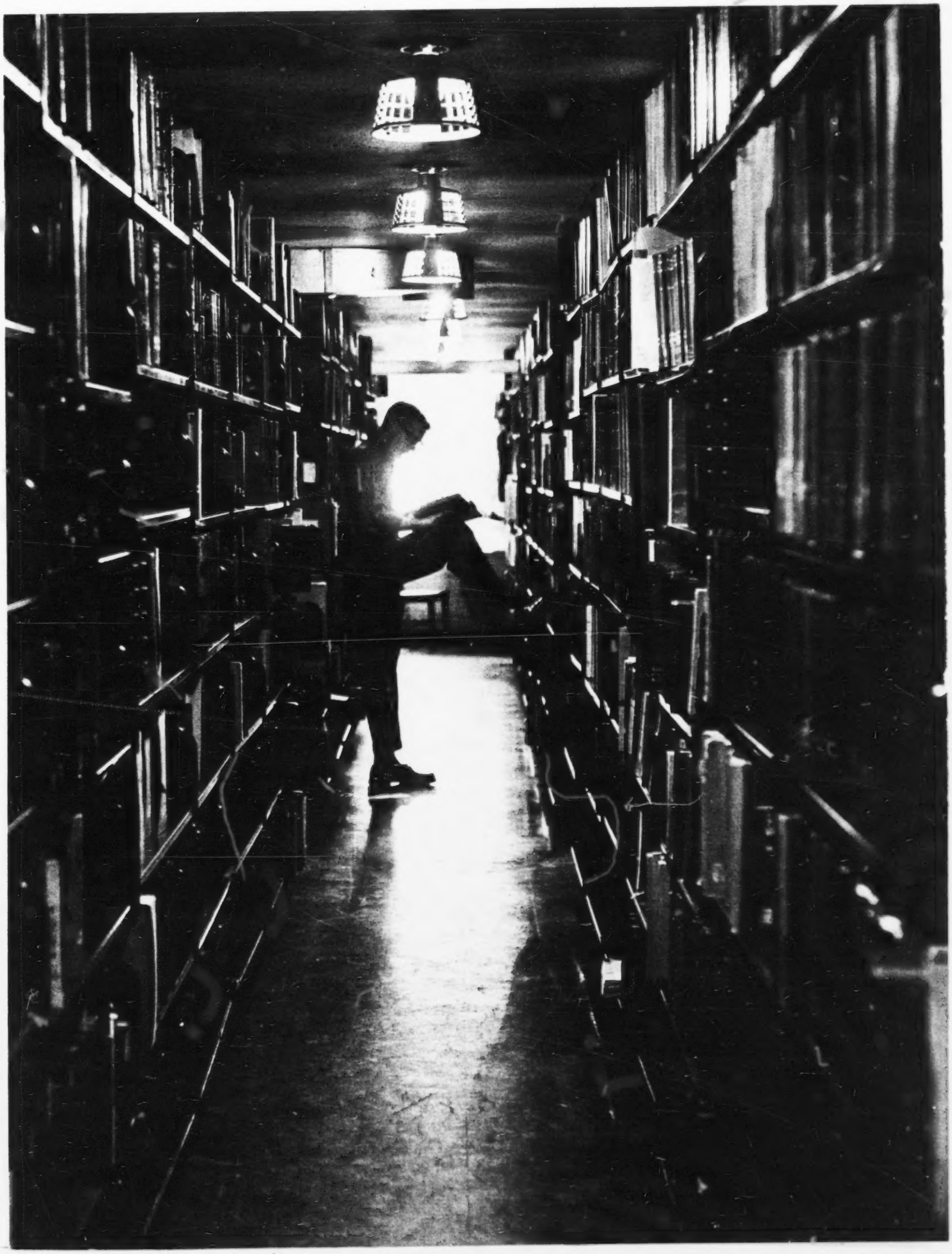
The region also will need between 55,000 and 60,000 public school teachers each year, although its colleges and universities are now graduating fewer than 40,000 a year, a substantial number of whom either leave the region or do not go into teaching after graduation.

We recommend that the manpower studies already begun by the Southern Regional Education Board be continued and broadened to include additional fields, and we urge that these be used as a guide for the development and expansion of appropriate facilities.

Toward Excellence

To achieve excellence, institutions of higher learning and their supporters must practice self-restraint and determine to perform existing functions well before assuming new ones.

A major threat to excellence in higher education today is the tendency to attempt too much with too little. Colleges are built and opened without adequate resources for their support. Two-year institutions, instead of perfecting their programs, concentrate on trying to expand to four-year institutions. Four-year colleges begin offering the master's degree before their undergraduate work meets minimum standards. Universities expand their doctoral offerings into new



fields without discrimination or adequate preparation. And all institutions suffer from the temptation to offer too many courses in too many fields.

The money directly expended on thin and mediocre courses is but a small fraction of the costs involved. A fearful price is exacted of the student who leaves the institution ill-equipped for the heavy responsibilities which he will face.

What is needed is a policy of self-restraint. Faculties and administrators must be willing to eliminate unjustifiably small classes. State legislatures should demand and make possible higher quality as well as fuller opportunity. Chambers of commerce must put educational wisdom ahead of civic pride, perhaps striving for the best two-year college in the state instead of a mediocre four-year college. Religious denominations should concentrate their resources on a few strong institutions, making them colleges of quality, rather than spreading funds over a great number of weaker institutions.

Finally, regional cooperation and planning should be a part of each state's formal policy to avoid unnecessary duplication of expensive programs. The machinery for this cooperation already exists in the Southern Regional Education Board.

Institutions must attract and develop faculties of the highest caliber. To do this, faculty salaries in the Southern states must be made competitive with those in the rest of the nation.

Excellence in an institution is impossible without top quality faculty, and faculty improvement must be given priority in all our colleges and universities.

Unfortunately, there is little hope that enough qualified persons will be found to fill the new teaching positions which will be created in the next decade. Some institutions will have trouble maintaining any

competent faculty. Nevertheless, they must take what action they can to attract as many top quality people as possible, and develop all faculty to the peak of their capabilities.

Unless salaries are raised to halt the drain of the region's best teachers, however, all other measures toward faculty improvement will fail. Every institution should provide travel allowances for attendance at professional meetings and such other encouragement of exchanges as will help faculty improve their proficiency. In addition, provisions for retirement and other benefits assist in attracting and holding faculty.

To improve faculty supply, the three-year master's degree program for college teaching should be expanded.

Nine Southern institutions now offer this degree for students who plan college teaching careers. Under the program, outstanding undergraduates about to enter their junior year are selected for advanced work and given special preparation for college teaching.

At least one institution in each state should offer such a degree. The program should be coupled with intensive recruiting campaigns to encourage able students to consider college teaching as a career.

To improve student quality, colleges and universities should insist on better academic preparation by the secondary schools, try to attract superior students and demand superior performance from them.

Better high school education is essential for any substantial improvement of quality in our colleges and universities. By insisting on this, institutions should be able to do away with remedial courses, freeing faculty and facilities for more advanced work. In turn, higher education must provide better preparation for high school teachers than is now provided. It is important that the liberal arts constitute the core of the teacher's preparation.

Talented students, once attracted to an institution, must be encouraged to develop their potential to the fullest. A higher level of performance should be demanded of them than of students with lesser ability. Honors programs, independent study, ability grouping, advanced standing and advanced credit programs should be used to this end.

More can be demanded of all students, however, than most institutions now demand. Colleges and universities should cultivate the idea that they are places for learning rather than for having a good time. This requires in some cases less emphasis on athletics and, in all cases, more emphasis on scholarship.

No thoughtful observer of the institutions of higher learning in the area can fail to be disturbed by the relationship which scholarship and learning bear to those athletic and social activities which claim much of the attention of students. That much the same situation exists throughout the nation should not be cause for comfort. The fact is that too often the essential purposes of many institutions are obscured and impaired by the undue weight given activities only remotely related to a vigorous and absorbing intellectual life.

It is hoped that the suggestions contained in this report will be of worth in shifting the balance, but nothing will really accomplish what is urgently required unless there be an understanding on the part of the people themselves of the basic values in education and of the function of an institution of higher learning. This can be brought about most effectively by the institutions themsleves with the sturdy and unremitting support of those in authority within each state. The library rather than the stadium should be the focal point of the campus.

Liberal education must be restored to a place of prominence in the undergraduate curriculum. This means a strong program of required courses in the

humanities, natural sciences and social sciences, taught in such a way as to stimulate individual thought.

Higher education should equip students to live as as well as to make a living. The decline of liberal education in favor of specialization is alarming. There are signs that the trend is being reversed, but it is still possible for young men and women to graduate from many of our institutions, unacquainted with the living ideas of our time, ignorant of themselves and of the world in which they live.

One way to achieve this emphasis is to require a strong program of basic liberal arts during the first two years of college as prerequisite to a student's more specialized studies in his junior and senior years. Students should be required to give adequate evidence of achievement in these courses through comprehensive examinations or other means.

In the upper two years, depth of scholarship should be provided through concentration in major and minor subject areas, without sacrificing, however, emphasis on the essential unity of all human knowledge. This program should provide solid learning, intellectual independence and a sound sense of values which would be a lifetime possession.

The organization of graduate schools should be based upon a core of administrators and faculty whose primary concern is graduate education. Requirements for graduate degrees should be more specific and more demanding.

Special effort should be made to strengthen the quality of graduate education. Here the Southern lag is particularly acute. There are few outstanding graduate schools in the region—some authorities say none. For lack of superior graduate opportunities in the Southern states, many of our best students go elsewhere. Often this means a permanent loss to the South.

Graduate schools should strengthen the requirements for the Master's and Ph.D. degrees and insist that these degrees represent solid scholarly achievement in the basic fields of higher learning. This needs to be stressed especially in the master's degree.

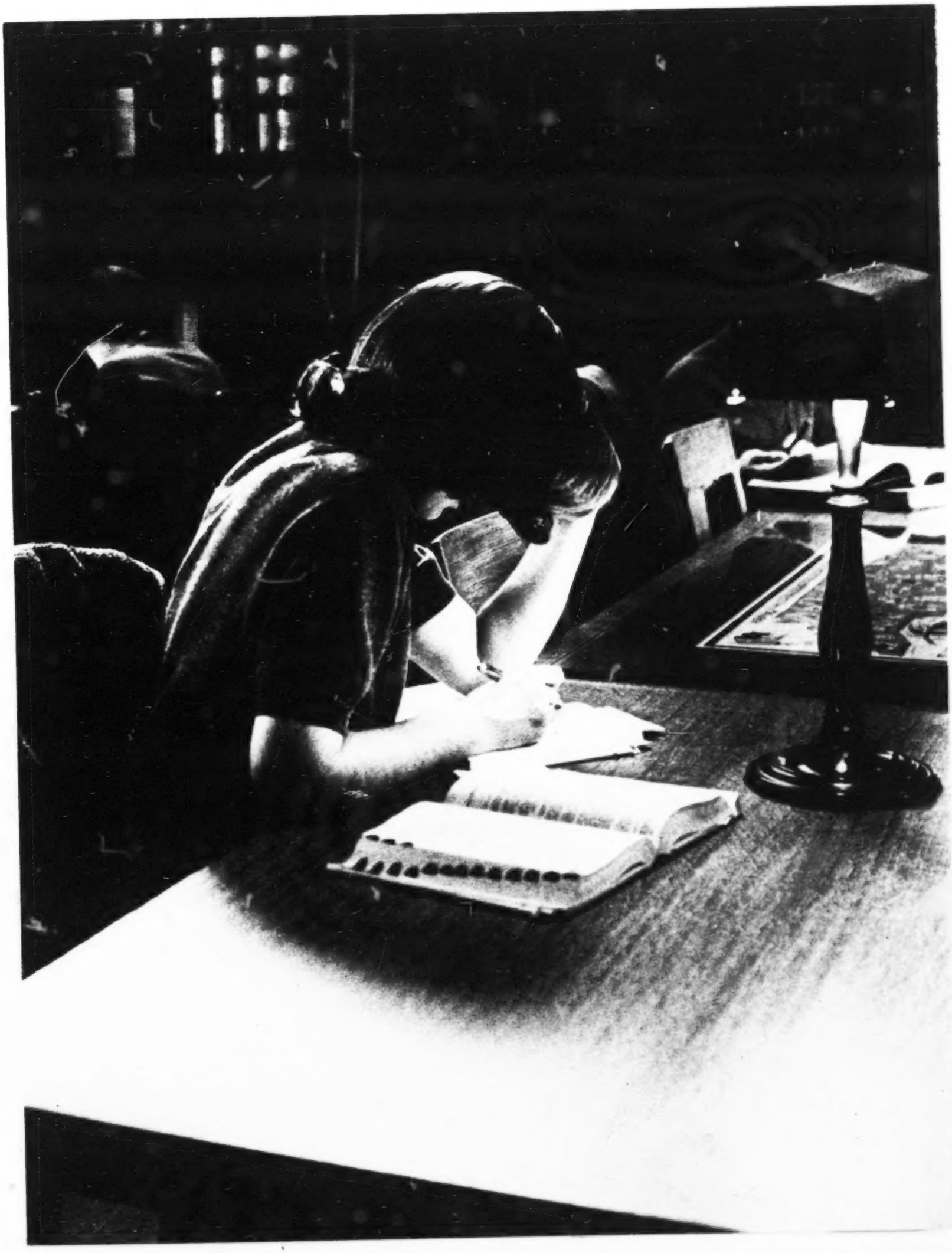
In particular, departments or graduate schools should set forth quite clearly what they expect of Ph.D. candidates in the qualifying examinations, what general areas should be covered in preparing for them, both in the broad fields of knowledge and in the area of the student's specialty. Such definition could shorten materially the time lag between the undergraduate degree and the doctorate. A recent study by the Southern Regional Education Board showed that the lag is seven to 12 years in the South.

It is doubtful whether these improvements can be made with a part-time staff whose first allegiance is to an academic or professional department rather than to the graduate school. At the present time, most deans of graduate schools have no faculty in the sense that other deans have. They have little voice in selecting, hiring or promoting faculty members. Some mechanism for providing the graduate dean with greater authority may be required for a fully effective graduate program.

College and university libraries should be strengthened, and cooperation among them should be encouraged, with the aim of making them a single great regional resource.

Without superior library facilities, excellence is impossible either in graduate or in undergraduate institutions.

The American Library Association recommends that a minimum of five per cent of an institution's budget be devoted to its library. Few Southern institutions now approach that figure.



Unfortunately, it is almost impossible for any but the largest universities to maintain a first-rate research library in more than one or two specialized fields. Spiraling costs, a vast increase in the output of books and periodicals and the shortage of trained librarians have made research facilities almost prohibitively expensive.

One answer to this is institutional specialization and cooperation among libraries. The libraries of the region can and should work out permanent cooperation in periodical and newspaper acquisitions, foreign books, special collections and micro-reproduction projects.

Academic freedom must be preserved in every institution of higher learning in this region.

A requirement for excellence is an atmosphere in which it can flourish. Freedom to pursue scholarly research wherever it leads, to re-examine cherished beliefs and doctrines, and to teach the truth, as one sees it, is essential to quality higher education. Faculty members have the obligation to observe high standards of integrity and behavior, but they must be free to learn and teach.

Toward Greater Efficiency

Every institution should undertake a continuing program of institutional research and planning. This should be the principal duty of one or more persons on the staff.

Institutional research and planning are necessary for both quality and efficiency in higher education. Accrediting associations have rendered a great service to institutions by stimulating them to undertake self-studies. These should be encouraged and expanded. In addition to self-studies, various kinds of research dealing with specific problems of institutions should be conducted.

For maximum effectiveness of institutional research and planning, three things are necessary:

1. There must be widespread participation by faculty and administration.
2. The program must be adequately financed.
3. The results must be acted upon.

Colleges and universities should operate on a year-round basis.

There is no longer any justification for a three to four-month academic vacation. The capital invested in Southern colleges and universities—grounds, buildings, equipment — totals more than $2,500,000,000. Yet for three to four months out of the year little use is made of this investment. Many institutions have no summer school at all. Others use only a fraction of the plant for summer operation.

Year-round operation is not the same as a summer school program. It means the addition of a full fourth quarter or third semester to the school year. It means that courses are offered during the summer months on the same basis as the rest of the year. It means that faculty are expected to teach and students to study a minimum of 45 weeks out of the year.

In addition to increasing the number of students who can be accommodated in existing facilities, year-round operation will reduce the time required to complete graduate, undergraduate or professional studies and make needed manpower available sooner. By making fuller use of faculty time, it will reduce the need for new teaching staff and make possible higher total salaries for faculty.

Every institution should secure fuller utilization of instructional space.

It has been estimated that the average college classroom is used only about half the available hours dur-

ing the week and by only half as many students as it could accommodate. Some classrooms could serve as many as four times the number of students they do now. Many institutions have reached 60 per cent of maximum use. This should be a minimum objective for all.

Improving the use of space may require scheduling classes at unpopular hours in the afternoon and evening and on Saturday. It also requires maximum flexibility in assigning space to various departments.

To instruct larger numbers of students with existing faculty, institutions must reduce the number of course offerings, experiment with class sizes and make full use of all modern technological aids in teaching.

The first step in making better use of faculty is to trim the non-essentials from the curriculum. Institutions must resist the temptation to try to teach everything, and a review of course offerings should be made periodically.

Class size is also important. Research does not support the theory that smaller classes are always better. Many institutions now use combinations of large lecture courses and small seminars or individual instruction, the class size varying with the type of material taught. This sort of organization places more responsibility upon the student for his own learning.

Faculty members should be given more time for teaching by relieving them of time-consuming extracurricular duties.

In addition, institutions should study the advantages to be gained from educational television, teaching machines and other technological aids. These can improve teaching and assist the student in instructing himself.

Southern states should make maximum use of television for classroom instruction and home study.

Southern states were among the first in the nation to recognize the possibilities of educational television. The region has 22 of the 61 ETV stations now on the air. Thirteen of these broadcast locally produced college courses for credit.

The region has also led in the use of closed circuit television in colleges and in elementary and secondary schools. At the University of Texas, for example, television has been used to teach freshman chemistry to 1625 students in 53 sections. Television is also being used for the exchange of courses among colleges in the same area.

Careful state planning is required to make the best use of public money for educational television. Regional cooperation can also make existing funds go further. We recommend:

1. That each state study its present and future educational needs which could be served by closed circuit and open circuit television, and plan for the financing, construction, staffing and operation of appropriate facilities.

2. That each state establish an educational television supervisory agency for the continued planning, development and use of the medium.

3. That regional cooperation in educational television be continued on a permanent basis. This could include: a clearinghouse of information about educational television, promoting the exchange of taped or filmed college credit courses among institutions, making legal and financial arrangements for these exchanges, and helping states and institutions in the development of their ETV programs and facilities.

Institutions must strive for maximum efficiency in their administrative operations.

Trustees and governing boards should insist upon sound methods of budgeting, procurement, accounting, financial reporting, management of auxiliary enterprises such as dormitories and dining halls and supervision and maintenance of physical plant.

One aid to efficiency in many institutions would be a long-range budget for both operations and capital expenditures related to future goals and incorporating new ideas and programs. Though public institutions are dependent upon annual or biennial appropriations from the legislature, they must still make long-range plans. Furthermore, forward-looking planning may ease the institutions' task in obtaining needed funds.

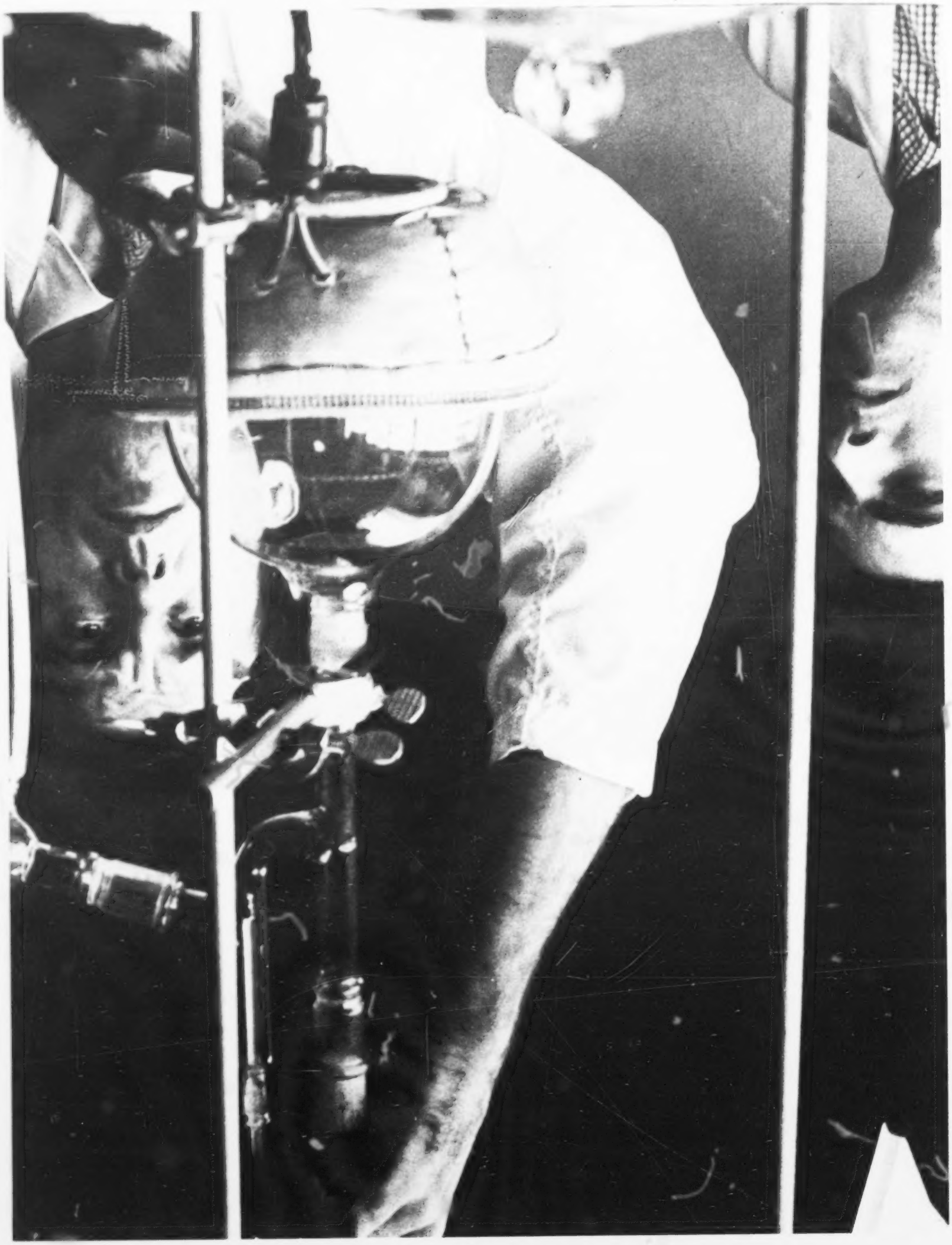
Since many college administrators lack knowledge and experience in administrative techniques, provision should be made to improve their competence through summer institutes and in-service short courses.

Toward Better Finance and Planning

Financial support for all institutions of higher learning must be increased substantially through more generous gifts and higher appropriations from local, state and federal governments.

Southern higher education lags behind the rest of the nation in the amount of money spent per student, in faculty salaries and in the percentage of students who go to college.

In 1958, the region spent $1060 on educational and general expenditures for every student enrolled in its institutions of higher learning, roughly 10 per cent less than the national average of $1185. The most



marked difference between the region and the nation is in the financing of private institutions. Public institutions in the region spent $1130 per student, those in the nation $1180, but Southern private institutions spent only $930 compared with the national average of $1190.

To close the over-all gap between region and nation would require spending an additional $110 million yearly at the present time. If this were done, it could go a long way toward making faculty salaries in the Southern states competitive with those elsewhere.

Despite encouraging exceptions in some institutions, low salaries are the chief handicap of Southern higher education. Average salaries in the region lag behind the nation in every type of institution and for every academic rank, but the widest gap is in the maximum salary range for full professors. Thus, while an instructor may earn nearly as much in the Southeast as elsewhere, an outstanding scholar who has become a full professor and has reached the top salary in many Southern institutions may be offered $4000-$5000 more in other parts of the country.

Putting it bluntly, this means that the only reason Southern higher education is not further behind is that dedicated individuals have elected to remain in the region at considerable financial sacrifice to themselves and to their families. How long we can rely on this dedication, however, is an open question, for our colleges and universities are competing for brainpower not only with their sister institutions in other states, but also with government, business and industry.

We can and should provide the $110 million yearly needed to close the gap now between region and nation. To keep the gap closed in the face of mounting enrollments will be far more difficult, but we must do it.

In 1960, 29 per cent of the college-age youth of the Southern region were in college, compared with 39 per cent of the college-age youth nationally. Judging by present trends, 1970 enrollments in the region will total 1,500,000 or 34 per cent of the age group. By then, however, an estimated 45 per cent of the nation's students will be going to college. In order to close half the gap between region and nation in the proportion of youth attending college, the South should enroll 39 per cent of its college-age youth by 1970, with further efforts to close the remaining gap in the years following.

In order to achieve the goals set in this report, we must enroll at least 1,700,000 students, or 39 per cent of the college-age population, by 1970. This will cost $2,900,000,000 a year.

It is estimated that educational and general expenditures which now average $1060 per student each year will average about $1440 per student yearly by 1970. This means a total of $2,500,000,000 for 1,700,000 students in the region. But to this must be added capital outlay requirements, making a grand total of $2,900,000,000 a year for all institutions in the region, public and private. These estimates for capital outlay can be reduced substantially through year-round operations.

The South can afford this investment. The $2,900,000,000 (in 1960 dollars) would be only 1.9 per cent of the region's total personal income, less than is now being spent for tobacco or alcholic beverages. It would, however, be more than the national average, estimated at 1.7 per cent for 1970. Because the Southern region has a lower income than the rest of the nation it must make a proportionately greater effort in order to achieve quality higher education. The effort necessary to get the job done is substantial, but no better investment can be made.

Costs at a Glance

Southern institutions of higher learning, public and private, now spend a total of $1,100,000,000 a year to educate 883,000 students.

By 1970, to meet the goals set in this report, we must spend $2,900,000,000 annually for an enrollment of 1,700,000.

This will be 1.9 per cent of the region's total personal income, compared with the 1.3 per cent now spent, but still less than it now spends every year for liquor or tobacco or recreation.

State revenues are a major source of funds for higher education, but there are also tuition and fees, private giving and federal support. Income from all of these sources must be increased. Some of our states still have substantial untapped tax resources, while others have resorted more heavily to a variety of tax programs.

We recognize that tuition increases can cover only a part of the need. In the case of public institutions, tuition cannot rise indefinitely if the institutions are to remain public.

Income from all sources must be increased for our private institutions. These colleges and universities have made an incalculable contribution to higher education in America. Unfettered by political pressures, they have fostered academic freedom and the pursuit of excellence to the benefit of all.

Today, however, most of these institutions are in dire financial need. Many are struggling for their very survival. Since private philanthropy is their main source of support outside of tuition and fees, it is essential that they develop well-planned fund raising programs, managed by capable personnel.

The campaigns should be directed first of all at alumni. Alumni of Southern colleges contribute less than half the national per student average to their institutions. But the institutions' financial needs must also be interpreted constantly, intelligently and earnestly to individuals, corporations, religious denominations, other sponsoring organizations and all available philanthropic sources.

Although the primary responsibility for financing higher education lies with state and local governments and private groups, there is serious doubt whether the needs can be met from these sources alone. It seems clear, therefore, that support through federally collected revenues also must be increased, but it should

be provided in such a way as to offer minimum interference with state and local autonomy. This support must not undermine state and local incentives to raise money.

The estimates of funds required for higher education in 1970 assume that colleges and universities will achieve a saving of 10 per cent over the next decade through greater efficiency. To accomplish this will require not only better administration in each institution, but also cooperation among institutions and state planning and coordination.

Every Southern state should have a central agency for long-range planning and coordination of higher education.

Providing more support for a growing and diversified system of higher education requires formal state planning. Higher education has become so complex and so costly that piecemeal efforts will not get the job done. State officials must have a responsible agency to provide the complete picture of higher education in the state.

To date only half of the 16 Southern states have made efforts at state-wide planning and coordination of all public higher education. Their systems vary widely. Some have a single governing board for all public institutions in the state. Others retain individual governing boards but rely on a coordinating agency to coordinate and control selected activities of the institutions.

Some of the remaining states have one board for the state university and another for the state colleges. Two states retain separate boards for each institution, with no coordination except what is arrived at through voluntary agreement.

Without attempting to judge the relative merits of the different systems, we will simply say that in order to carry out its task successfully, the central planning agency must:

Be given a clear statement of its mission and responsibility. This should be spelled out in the act which creates the agency.

Have sufficient authority to carry out its responsibility. If separate governing boards are retained for each institution, there must be a clear line of demarcation between their authority and that of the central agency.

Be staffed with personnel of sufficient caliber not only to perform its duties well but to command respect among the educators and educational administrators of the state. The executive head of the agency, in particular, should possess the qualities generally expected of a university president, and the position should carry comparable salary and prestige.

Devote its main attention to long-range planning rather than to annual or biennial budgets and budget requests. While the agency must naturally concern itself with budgets and legislative appropriations, its principal function should be to study the state's future needs for higher education and formulate plans to meet them effectively. It should also seek, with legislatures, to improve budgeting procedures for higher institutions, including increased flexibility in budgets.

Deal with educational programs and objectives as well as buildings and physical facilities. The agency should develop a long-range capital-construction schedule, but it must also measure changing needs in the state and devise plans to meet them.

Respect the traditional freedom of the institutions but cut out costly overlapping and needless duplication. Prevention of duplication can result in enriched program offerings in the state institutions, or by reducing waste make funds available for other educational purposes.

Take into consideration all the educational resources of the state when developing its plans. A state planning agency has no authority over private institutions, but it should serve as a clearinghouse of information about all higher education in the state, and it must take the private institutions into account in assessing needs and resources. Furthermore, a free and frank exchange of information between the private institutions and the state agency can aid the institutions in developing their own plans for maximum effectiveness in the future.

The Southern Regional Education Board should expand its consultant services to states and institutions on problems of higher education.

States and institutions often seek outside consultants to help them with studies to develop plans for the future, to improve quality or efficiency and to deal with particular problems.

The Southern Regional Education Board has performed this function on request in the past. This service should now be expanded and strengthened; there will be a great need for such assistance. SREB can help in two ways: (1) by providing assistance from its own staff, and (2) by helping to identify and make available other qualified persons when requested by states or institutions.

One or more universities in the region should establish a center for the study of higher education.

There is less fundamental research on the operation of colleges and universities than on almost any other social or economic institution. Business and industry have discovered the value of research and devote a substantial part of their budget to it. In contrast to this, higher education, which does research on everybody else's problems, does very little on its own.

While every institution needs research on its own operation as a basis for planning and efficient management, the region ought to have at least one center for long-range, fundamental studies dealing with problems common to all institutions.

This regional center should conduct research, disseminate the results, and provide, in cooperation with other universities in the region, opportunities for graduate and post graduate study of higher education.

Funds invested in such a center would pay large dividends in the future improvement of our colleges and universities.

The region's colleges and universities must stimulate increased public understanding of their efforts and moral and financial support for their programs. The goals suggested in this report will be reached only if there is better public understanding of and greater commitment to higher education.

Most institutions have now recognized public information as an essential function. Few of them, however, are doing an effective job in this respect.

Programs designed to make the public more aware of its stake in higher education are indispensable. For example, the story of research and its contribution to economic development, of faculty accomplishments and of the institution's plans for service to state and region will excite interest and result in increased support.

All institutions will benefit from a vigorous interpretation of the impact of higher education on the standard of living, the growth of industrial strength, the improvement of agriculture and the better use of human resources.

One of the urgent needs, particularly in larger institutions, is to centralize responsibility for alumni relations, legislative relations, public information, university development and fund raising programs.

The Challenge We Face

If this report has failed to convey a sense of the urgency of our situation, it has fallen far short of its purpose. This is an hour of crisis for our nation, and the South must help provide the leadership to meet it.

Above all else, we need a new sense of mission, a new dedication to excellence, a new determination to help our democratic South succeed in a world filled with uncertainty. We must recapture something of the enthusiasm and devotion which inspired those pioneers who, at great sacrifice, founded and nourished the colleges and universities of this region. Their boldness, devotion and wisdom are essential today.

It is the conviction of this Commission that the key to meeting the needs of region and nation is the creation or improvement in each state of a true state system of higher education which will:

a. Provide a wide range of opportunities for all its citizens through a variety of institutions and through coordinated programs of adult education and extension work.

b. Achieve the highest degree of excellence in teaching, scholarship and research.

c. Operate at maximum efficiency by having a 45-week academic year, by achieving maximum utilization of physical facilities, and by making full use of modern technological aids to improve instruction.

d. Serve as an invigorating force in the economic and social improvement of the state.

We therefore recommend that the governor of each state immediately charge a group of leaders in the state with the responsibility of determining specifically what must be done to carry out these proposals. In states which have central planning agencies for higher education, these would be the appropriate bodies for the task. In other states, the state members of the Southern Regional Education Board might serve as the nucleus of a special committee of educators and political and civic leaders appointed for this purpose.

The committee or agency should determine first what specific measures can be taken within the framework of existing legislation, and secondly what additional legislation is required in order to develop a state system of higher education which will fully meet the needs of all the people. In so doing, it must also take into account the contribution of the private colleges and universities within the state.

We further recommend that the president of every institution of higher learning in the region appoint a committee of faculty members, governing board members and administrative staff to redefine the institution's objectives, to consider realistically how well they are being carried out, and to determine what needs to be done to achieve maximum quality and efficiency.

The committee should give particular attention to the need for research and planning, streamlining the curriculum, improving faculty utilization and compensation, improving the utilization of physical facilities, strengthening liberal education, and, in the appropriate institutions, strengthening graduate education.

State and institutional efforts alone, however, will not suffice. To meet the overall needs of the several

states will require a regional approach. The combined educational resources of the entire region will have to be marshalled at times to accomplish the task.

All the educational organizations of the region — the accrediting agencies, the land-grant institutions, the universities and the associations of deans and presidents — must contribute more effective leadership if these goals are to be met.

The Southern Regional Education Board has a singular opportunity and responsibility to encourage new and imaginative approaches to the solution of our educational problems and to the achievement of excellence through regional cooperation.

In the last analysis, the urgency of our situation is matched only by the opportunity it offers. If the difficulties are great, the stakes are also high and the rewards commensurate. Southern higher education stands today at the crossroads. It is essential that the people of the South heed the call to greatness. The time to act is now.

Alabama
Arkansas
Delaware
Florida
Georgia
Kentucky
Louisiana
Maryland
Mississippi
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia
West Virginia

These 16 states have:

- 900,000 square miles of land, 25% of the nation
- 54 million people, 30% of U.S. total
- Resources: 75% of the nation's natural gas
  56% of its producing oil wells
  38% of its forest land
  20% of its coal
  17% of its undeveloped water power
- An industrial economy, (with only 14% of their workers in agriculture, compared to 65% in 1890)
- An urban population, (with 60% of their people in cities, compared to 35% in 1930)
- An average per capita income of $1690 a year, (compared to the nation's $2170).